

DOCUMENT RESUME

ED 238 287

FL 014 152

TITLE Louisiana's French Language Instruction: Appraisal and Recommendations. A Report to the Governor and the Louisiana Legislature from the Commission on French as a Second Language.

INSTITUTION Louisiana Commission on French as a Second Language, Baton Rouge.

PUB DATE Apr 83

NOTE 68p.

PUB TYPE Reports - Descriptive (141) -- Viewpoints (120)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Bilingualism; *Cultural Education; Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Ethnic Groups; *French; Governing Boards; Higher Education; School Districts; *Second Language Instruction; State Boards of Education; State Departments of Education; State Surveys; *Statewide Planning

IDENTIFIERS *Louisiana

ABSTRACT

In response to the report of the President's Commission on Foreign Language and International Studies and by appointment of the legislature, a commission studied the status of French language instruction in Louisiana. They found both significant deficiencies in foreign language competencies and substantial opportunities to build on existing French language skills and cultural heritage. The report has four sections. The first examines America's foreign language imperative, looking at both Louisiana's emphasis and the national situation. The second section outlines the establishment, objectives, activities, observations, and deficiencies of the state's Commission on French as a Second Language. The third section focuses on the roles of potential change agents: the Board of Regents, the three management boards for higher education institutions, the State Board of Elementary and Secondary Education, local school boards, the state educational agencies for all educational levels, the Council for the Development of French in Louisiana, and Louisiana citizens. The final section discusses further areas of action and recommends development of a unique form of bilingual education with broad private sector participation. Appendices include notes on the commission's mandate, lists of task force and commission members, a calendar of commission hearings, and the texts of relevant Louisiana legislation. (MSE)

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LOUISIANA'S FRENCH LANGUAGE INSTRUCTION

APPRAISAL AND RECOMMENDATIONS

A REPORT TO THE GOVERNOR
AND THE LOUISIANA
LEGISLATURE

FROM THE COMMISSION ON
FRENCH AS A SECOND
LANGUAGE

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FL 014 152

A REPORT FROM
THE COMMISSION ON FRENCH
AS A SECOND LANGUAGE

To
The Honorable David C. Treen,
Governor of Louisiana
and the
Louisiana Legislature

under authority of
Senate Concurrent Resolution No. 161
Regular Session, 1980
State of Louisiana

April 1983

"The right of the people to preserve,
foster and promote their respective historic,
linguistic and cultural origins is recognized."

Louisiana Constitution of 1974

Article XII, Section 4

SENATE CONCURRENT RESOLUTION NO. 161

To urge and request the Governor of Louisiana to establish a Commission on French as a Second Language to review the status of French language instruction at all levels of education within the state of Louisiana.



COMMISSION ON FRENCH AS A SECOND LANGUAGE

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April, 1983

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Louisiana School Board Association

Dr. Sidney Seegers
Louisiana Superintendents Association

Dear Governor Treen:

In Louisiana during all of its history, French was not a foreign language; nor was it a second language. It was the first language. In fact, for thousands of Louisianians, French has always been, and is today, the first language--never a second language. Though it is a minority language--and officially, a second language--today, it is a vital cultural force and a genuine fundamental resource in our State--a resource which Louisianians are agreed should be nurtured.

The Commission on French as a Second Language, appointed by you, expresses its appreciation for being asked to study the status of instruction in French in the State, and it is pleased to present herewith a report of its activities, some of its more important findings, and several recommendations.

In Louisiana, we are interested in taking seriously the recommendations of the President's Commission on Foreign Language and International Studies (1979). That Commission found great deficiencies in our foreign language competencies and in our development of international understanding. By virtue of its large bilingual population, Louisiana enjoys a most favorable position for contributing to the national welfare in this particular area. Its strong French heritage provides an extraordinarily advantageous base for launching new initiatives.

In improving opportunities for more of today's citizens to become proficient in French, Louisiana not only looks to its past and to the maintenance and strengthening of its historical French heritage, but it also looks to the present and to the future and to the greater role it can play in international affairs through a large number of bilingual citizens. Louisiana's concern is for both cultural enrichment and a significant role in the modern world. With improved and more widespread proficiency in French, Louisianians stand to gain a more important role in meeting today's demands in the areas of diplomacy, business, and related fields. Because of the special resource it has in its bilingual population, Louisiana stands in a privileged position for contributing in a special way to the Nation's welfare and strength--and particularly in moving toward overcoming "linguistic isolation", one of the country's serious deficits as seen by the President's Commission on Foreign Language and International Studies.

Sincerely yours,

Cecil Taylor
Cecil Taylor, Chairman
Commission on French as a Second
Language

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PREAMBLE

We, the Members of the Commission on French as a Second Language, representing all educational systems of Louisiana do herewith subscribe to the position that all citizens of Louisiana shall not have abridged their rights and opportunities to become as proficient as possible in a second language of their choice. Further, we believe that the multi-lingual heritage of this great State shall be preserved and nurtured ultimately to gain for Louisianians a principal role among states in meeting this nation's demands for international status in diplomacy, business, and commerce. Therefore, giving priority to the education of Louisianians to become literate bilinguals, competent to assume leadership roles as professionals and technicians on the international scene, is a self-evident objective.

SECTION I

AMERICA'S FOREIGN LANGUAGE IMPERATIVE

Thoughtful observers of the international scene today no longer doubt that human enterprises the world over may be in danger of serious deterioration. While military build-up may be essential in the short-term to our feeling of security, it is, in the long run, communication among other peoples of the world that will prove to be the ultimate solution to personal peace and national security.

Such a goal could be achieved if only everyone spoke the same language but we all do not. Linguistic comprehension is an essential ingredient that brings true insight into cultural and spiritual differences; thus reducing prejudices, overcoming formidable barriers to fair reconciliation of national issues and building common goals on common interests. If we are to continue to be the bulwark of peace and freedom, we must prepare a citizenry whose competence in other languages can lead to equitable resolutions of international issues and problems which torment us today.

Furthermore, the importance of foreign languages as a practical tool in international trade is universally accepted. Louisiana, with its important ports, even more so than the rest of the country, can neglect this tool only at the risk of further deterioration of its economic situation and the welfare of its people.

Louisiana's Emphasis

In 1968, the Louisiana Legislature realized that this state and this country would have to deal with the rest of the world through the ability to understand other peoples, their languages, and customs. This, they reasoned, could be done only by adding the essential humanistic element of an intimate knowledge of second languages.

Throughout Louisiana's history, and even before statehood, French was the first language of a vast majority of its inhabitants. This language is still spoken and understood by approximately one-fourth

of its population despite adversities and efforts to subjugate it by the melting pot philosophy.

Accordingly, the Louisiana Legislature unanimously adopted Act 409, 1968, establishing the Council for the Development of French in Louisiana (CODOFIL). This state agency was entrusted with the "development, utilization, and preservation of the French language as found in the State of Louisiana for the cultural, economic, and tourist benefit of the State."

To give direction to CODOFIL, four additional laws were adopted. Act 408, 1968, referred to the teaching of the French language and the history and culture of Louisiana's French population for a sequence of years in public elementary and secondary schools. Act 257, 1968, directed public institutions of higher learning offering only teacher certification in high school French to offer also teacher certification in elementary school French. Act 458, 1968, authorized the establishment of a non-profit French language television broadcasting corporation. Act 256, 1968, reconfirmed the traditional right of state and local officials and public institutions to publish documents in the French language.

Beginning in 1971, CODOFIL, in a joint educational venture with the Louisiana Department of Education, employed certified francophone foreign associate teachers from France, Belgium, Switzerland, and Quebec to teach French in elementary schools. In the 1982-83 school year this group numbered 147, serving 33 parishes. The governments of France, Belgium, and Quebec have assisted this venture on many levels, supplying scholarships, materials of instruction, and pedagogical consultants, in addition to associate teachers of French for elementary grades.

CODOFIL's study and exchange summer programs provide annually for more than 300 students and teachers to attend classes or live with families in France, Belgium, and Quebec. Scholarships are provided to enable participation in these programs. At the same time, CODOFIL organizes exchange visits to Louisiana for 200 Quebecois, French, and Belgians annually.

The Academic Advisory Board of CODOFIL was established by Executive Order of the Governor of Louisiana in 1971. Its membership includes the heads of Foreign Language Departments in all institutions of higher education in Louisiana, constituting a majority of its members. Other members of the Board are the Coordinator of Foreign Languages and Bilingual Education Section of the State Department of Education, the President of the Louisiana Foreign Language Teachers Association and five members at large.

In addition to advising CODOFIL on academic matters, the Advisory Board, through its Consortium of Louisiana Universities and Colleges, administers an academic year study program abroad for Louisiana college students. The Consortium is a twenty-two-member organization developed by the Board in 1975.

In 1975 the Louisiana Legislature passed Act 714, which authorizes each parish or city school board "to establish, as a part of the general curriculum, the teaching of a second language in grades 1-12; to provide a procedure for petitioning a parish or city school board for the inclusion of teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education (BESE) to establish guidelines, regulations, and policies to implement such a program; and otherwise to provide with respect thereto."

An ultimate goal of the French as a Second Language Program is to replace foreign personnel with Louisianians. Nine Louisiana universities offer Second Language Specialist (SLS) programs. These programs are designed to prepare native French-speaking Louisiana teachers for certification to teach French in the elementary grades. Universities in Belgium, France, and Quebec have joined in this effort by designing specific programs for the training of SLS teachers.

Act 714 of 1975 authorized the use of minimum foundation funds to employ full-time Second Language Specialists (SLS) teachers over

and beyond the teacher allotment for the parish. The state pays the base salary and an SLS increment for these certified teachers, while parishes assume the cost of the parish differential. In 1982-83, 145 such full-time specialists are employed in the elementary schools of Louisiana.

A National Assessment

The United States, as one of the signatories of the Helsinki Accords of 1975, is committed "to encourage the study of foreign language and civilization as an important means of expanding communication among peoples."

To meet this commitment, President James Carter established in April, 1978, the President's Commission on Foreign Language and International Studies. The Commission devoted a year to an intensive evaluation of the state of foreign languages in the United States.

The Commission's report published in November, 1979, focused public and professional attention on its alarming findings:

1. The shocking and scandalous lack of foreign language competency diminishes this country's capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete.
2. Our foreign language resources are inadequate to meet the current need to deal successfully with other peoples, and the gap between competence and need continues to widen.
3. The study of foreign languages has been neglected in our public schools at all educational levels.
4. Only 15 per cent of American high school students now study a foreign language.
5. Only 5 per cent of American high school students enroll in a foreign language beyond a second year.
6. Only 8 per cent of American colleges and universities now require a foreign language for admission, as compared to 34 per cent in 1966.

In addition, the Commission's report made recommendations to raise American competence in foreign languages to levels commensurate with the nation's needs, among which are the following:

1. Each state government should establish an Advisory Council on Foreign Language and International Studies.
2. Special attention should be directed to preserving and building on existing linguistic resources in ethnic and minority groups, so that they may contribute to education, diplomacy, and international business.
3. Schools, colleges, and universities should reinstate foreign language requirements.
4. Foreign language education should start earlier and last longer.
5. Foreign language teaching should concentrate on speaking and understanding before other skills are developed.
6. Teachers must be made more effective by better training, retraining, and pedagogical experimentation.
7. Government agencies and business concerns with foreign agencies should strengthen their language requirements among those they hire.
8. Incentive funding should be inaugurated to encourage introduction of foreign language courses where there are none present, to extend foreign language sequences beyond two years, and to teach less commonly taught languages.
9. Continual national assessment should be made of the status of foreign language competence in America.
10. A national public awareness campaign should be launched to inform the American public of the crucial role that other languages and cultures play in our lives.

SECTION II

LOUISIANA'S COMMISSION ON FRENCH AS A SECOND LANGUAGE

Establishment

Senate Concurrent Resolution No. 161, Regular Session, 1980 requested the Governor of Louisiana to establish a Commission on French as a Second Language to review the status of French language instruction at all levels of education within the State of Louisiana.

Objectives

1. Review existing statutes, rules, and policies governing French instruction as a second language established by the legislature and by the various boards governing education.
2. To study French language instruction at all levels in Louisiana, including, but not limited to, the local public school systems, the Louisiana Department of Education, and the institutions of higher learning.
3. Recommend ways and means to strengthen the curricula in foreign languages at all levels.
4. Assess the need to upgrade instruction in foreign language methodology for students planning to teach foreign languages.
5. Determine the feasibility of establishing a Louisiana criteria and assessment program for foreign language students.
6. Assess the linguistic resources inherent in Louisiana's linguistic minorities and use these resources to increase their educational and employment opportunities.
7. Publicize career opportunities in business, education, government, media, and other enterprises for those trained in at least one foreign language.
8. Conduct a vigorous campaign to direct public attention to the importance of foreign language study.

Activities

1. The Commission published a leaflet to publicize its role to the citizens of Louisiana.

2. Four public hearings were held (Lafayette, Shreveport, Baton Rouge, and New Orleans) at which educators, from elementary teachers to university chancellors, elementary and high school students in French, and citizens from many walks of life submitted position papers on French education in Louisiana and/or testified before the Commission to further the cause of second language education in Louisiana.

The Honorable Terrel H. Bell, U.S. Secretary of Education, presented testimony before the Commission in Lafayette. Dr. James A. Perkins, Chairman of the President's Commission on Foreign Language and International Studies, testified at the New Orleans hearing.

3. The Commission solicited substantive opinions and recommendations from parish superintendents and school principals.
4. The Commission consulted with representatives of the governments of Belgium, France, and Quebec as well as professional educators from these governments.
5. The Commission requested and received a report from representatives of the cooperating francophone countries entitled: "Reflections on the Programme of Second-Language French Instruction in the State of Louisiana."
6. The Commission supported and participated in the Louisiana Board of Regent's Evaluation of the Baccalaureate Programs in French in the State of Louisiana.
7. The Commission consulted personnel of the Louisiana Department of Education, Council for the Development of French in Louisiana, Louisiana Foreign Language Teachers Association, as well as representatives of the Louisiana Parent-Teachers Association.
8. Commission members studied substantial amounts of written documentation; state laws, reports of the Louisiana Department of Education and CODOFIL, minutes of the Board of Elementary and Secondary Education (BESE) and the Board of Regents, position papers submitted at the hearings, letters submitted to the Commission, visiting team reports relating to undergraduate programs in French, resolutions by the Louisiana Foreign Language Teacher Association (LFLTA)

and the Louisiana Conference on the Teaching of Foreign Language, minutes of the meetings of the Commission and its executive committee, reports and publications of the American Council on the Teaching of Foreign Languages, and a conference with the consultants engaged to conduct the evaluation of the baccalaureate programs in French. Of special significance to the Commission in carrying out its mandate was the important national document: Strength through Wisdom -- a critique of U.S. capability: A Report to the President from the President's Commission on Foreign Language and International Studies, November, 1979, Washington, D.C.

Observations of the Commission

The Commission on French as a Second Language concurs with the President's Commission which "believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete." The Commission further believes that all agencies charged in any measure at any level with education in Louisiana and the citizenry in general must continue to provide leadership to overcome evident deficiencies which exist in our language competency already affecting both national and Louisiana interests.

The Commission recognizes the unique position that Louisiana holds in the field of French language promotion in that it is the only state in the union which has a state agency entrusted with the singular purpose of "development, utilization, and preservation of the French language as found in the State of Louisiana for the cultural, economic, and tourist benefit of the State." The Commission commends the State Legislature for establishing the Council for the Development of French in Louisiana, predating the Helsinki Accords of 1975 by seven years and the President's Commission by a full decade.

It is the sense of the Louisiana Commission on French as a Second Language that Louisiana's efforts to improve French language instruction have been commendable, meeting to some degree many of the recommendations of the President's Commission. Positive steps include the following:

1. the Department of Education, supported by CODOFIL, established summer institutes and programs of intensive study and immersion in Belgium, France, and Quebec for French teachers at all levels;
2. institutes and programs in Belgium, France, and Quebec offer advanced language training for high school students with documented competency in French;
3. Act 714, 1975, authorizes school systems to establish, as part of the general curriculum, the teaching of French in grades 1-12;
4. beginning in 1982-83, the Louisiana Department of Education helped establish an alternative High School for Foreign Languages and International Studies to serve as a model toward revitalizing interest in advancing language and international studies in addition to regular courses;
5. the State is promoting and funding French language programs by radio and television; and
6. the State has used to its advantage knowledge and expertise of professionals in second language instruction from Belgium, France, and Quebec.

Deficiencies Persist

The list of achievements in French programming in Louisiana since 1968 is evident, but this state cannot permit its successes to leave a false impression. It must consolidate the gains made, build upon them, resolve issues in foreign language programming and correct the persistent deficiencies that exist.

The major issue before the Commission has been well defined by the report of the President's Commission: that is, America's "scandalous" ignorance of other languages and cultures. Although Louisiana is probably ahead of other states in its efforts to promote second language study, there remain serious deficiencies that were brought to the attention of the Commission by written reports and testimonies at public hearings. These include:

1. lack of a state-wide policy which would classify French or other second languages as required academic subjects rather than as electives in Louisiana schools;
2. the evidence of serious problems in the program of French as a second language in grades 1-12 includes, but not limited to: lack of obtainable goals or objectives; failure of principals, counselors, and teachers to recognize and give priority to French as an academic subject; shortage of qualified foreign language teachers; and low standards of student expectations;
3. the lack of a carefully articulated program of instruction in foreign languages that provides continuous progress from elementary schools through graduate programs;
4. the fact that Louisiana students find it possible to complete their education through the bachelor's (or even doctoral) degrees with no exposure to other languages and cultures;
5. the inadequate preparation of secondary foreign language teachers and the almost total neglect of preparation of elementary foreign language teachers;
6. the lack of qualified foreign language supervisors in all but a few of the school districts, resulting in a severe loss in the ongoing quality of foreign language teaching;
7. the fact that classroom teachers certified to teach in Louisiana's schools are not required to study a foreign language and culture;
8. the lack of interest and support for foreign language studies among many school administrators, counselors, and teachers of disciplines other than foreign languages;
9. the present lack of standards of language proficiency for students at various levels of study and for certification of foreign language teachers;
10. the lack of opportunities for teachers in-service to maintain and improve their foreign language proficiencies;
11. at the college level, insufficient use of the target language in foreign language courses;
12. insufficient recognition in terms of promotion and tenure

for college faculty who stress oral language proficiency as a primary objective of foreign language education rather than literary analyses;

13. the use of the French language or other second language outside the academic setting is minimal;
14. inadequate financial support to state agencies responsible for programs of French and other second languages and cultures at all levels; and
15. the lack of public awareness of the importance of foreign languages as marketable skills.

The Commission's report has evolved from the recognition by a wide variety of persons, within and without educational institutions, of the deficiencies and shortcomings in Louisiana's French programs. The recommendations are broadly aimed at the major agents that influence change in Louisiana's educational processes and systems. It is imperative that all change agents understand that corrective action to bring meaningful, high quality French programs at all levels must be a common concern of all from elementary level through graduate training and research. Certainly, the bottom line must be the shared concern of Louisiana's governor and legislature.

While the members of the Commission acknowledge that in the short term we operate in a practical world, with financial and human constraints, the Commission's report reflects the ideal and charts a course for the teaching of French over a term of five to ten years. Therefore, the Commission, recognizing the successes of the past and our cultural and linguistic advantages, went beyond the practical into the ideal so that Louisiana can become the recognized national leader in the teaching of French as a second language.

The Commission believes that the recommendations taken as a whole constitute a coherent and cohesive program to bring solutions to fundamental problems facing French education in Louisiana.

SECTION III

EFFECTING CHANGE IN FOREIGN LANGUAGE EDUCATION

Throughout most of the world, the peoples of nations live in close proximity to other countries whose people speak languages different from their own. They could not escape the necessity of learning second and third languages to function economically, politically, and socially. No such pressure is felt by Americans. Foreign languages have been "unessential" parts of the curricula, remaining at the periphery of American education, regarded as a luxury appropriate for the educationally and culturally elite. Foreign language has too often been considered a "frill", the first to be dumped from course offerings at the slightest hint of a strain in space, schedule, or money -- sometimes even on personal whims.

According to views expressed at the Commission's public hearings, there is a renewed intensity of interest in the teaching and learning of foreign languages in Louisiana. This is heartening though not unexpected. There are signs everywhere of this new awareness because the management of world affairs has changed. Our educational programs, at all levels, must change with them. We must work harder at raising the status of foreign languages to acceptability in our curricula and of reversing our perception regarding the need to learn a foreign language.

Surely, the importance of a working knowledge of a foreign language is evident, and the critical role imposed upon education cannot be questioned. Louisiana has set the stage to help the United States shift from the outdated emphasis on "economic self-sufficiency" to today's reality of economic inter-dependency.

State Governing Boards of Education

The Louisiana Constitution of 1974 created the State Board of Elementary and Secondary Education, the Board of Regents, and three managing boards: Board of Trustees for State Colleges and Universities, Board of Supervisors of Louisiana State University and A & M College,

and the Board of Supervisors of Southern University and A & M College.

The Commission on French as a Second Language regarded these state boards as agents with influence and power that separately and collectively can bring about positive educational changes in Louisiana. Further, the Commission underscores the need for their concerted and cooperative efforts to halt the decline of foreign language instruction, to redefine state goals in French language instruction, and to develop within our population a substantial pool of literate bilingual people.

The Commission has carefully noted concerns, problems, and deficiencies, and framed recommendations directed to these educational change agents. The changes recommended are urgently needed and the time to begin is now.

The Board of Regents

The Board of Regents, which is primarily responsible for program evaluation and budgetary recommendations for all institutions of higher learning, has a major role in promoting the study of French and other foreign languages. Its responsibility for budgetary recommendations is a vital force in any effort that would bring additional resources in support of foreign language study at the higher education level. Such support could be in the form of financial incentives for the offering of programs aimed at training teachers in the area of foreign languages, and it could also be in the form of various incentives to help students who are interested in the study of foreign languages,

The following recommendations to bring about desirable changes are submitted:

Recommendation I

The Board of Regents, in its forthcoming budgetary recommendations, shall include appropriate mechanisms to generate resources necessary to support a broadly-based program of foreign language instruction. Such funds shall include, but not be limited to, start-up costs for new programs; classification of foreign languages as a high-cost

instructional area for formula funding; and establishment of financial incentive programs for students and teachers of foreign languages (such as scholarships, loan programs, travel grants, and others). The Board of Regents shall also consider requesting additional monies for its research and development fund that would be specifically earmarked for foreign languages.

Recommendation II

The Commission supports and endorses the report of the state-wide review committee on French appointed by the Board of Regents. It particularly notes the quality of recommendations of the committee in the area of academic programs for the education of teachers of French. The Commission urges that the Board of Regents address itself to the changes needed to carry out most effectively the recommendations of the report.

Recommendation III

The Commission recommends that intensive immersion courses on a Louisiana college campus or elsewhere in the United States be accepted as an alternative to the requirement of a two-semester study period abroad, and that loans also be made available to students who elect this alternative.

Recommendation IV

The Commission further recommends that consideration be given to the requirement of a score of level 3 on the proficiency examination of the Foreign Study Institute for persons applying for certification as teachers of foreign languages in Louisiana.

The Management Boards

The Board of Supervisors of the Southern University System and the Board of Supervisors of the Louisiana State University System are responsible for the supervision and management of the institutions of higher education under their jurisdiction. The Board of Trustees supervises and manages all other institutions of higher education. The management boards are subject to the powers vested in the Board of Regents.

The Commission views the management boards as important agents in bringing about positive change in French programming. It noted that not many colleges and universities under their jurisdiction complied with the requirements of Act 257, 1968, which directed public institutions of higher learning offering teacher certification in high school French to also offer teacher certification programs in elementary school French.

University foreign language teachers repeatedly emphasized the need to establish a state requirement for foreign language proficiency. Whatever measures are used to assess foreign language proficiency, communicative skills should be given top priority.

The reports agreed that placing graduated French language teachers who do not have skills in oral French in high school classes adds to the deterioration of French instruction in the schools. When students learn that the French programs do not result in oral proficiency, they either do not enroll in the first place or, if enrolled, drop-out of French at the first opportunity. Their "taste" for French is dead, enrollment in the university suffers and university faculties leave, transfer, or stagnate. Thus, our present "scandalous" predicament in foreign language competence is not entirely the fault of the students themselves. It must be shared with some of the instructors who themselves went through an education which did not result in a high level of proficiency. Since then, they have not been able to upgrade their skills.

The Commission finds it necessary to make the following recommendations:

Recommendation I

With the advice of the appropriate faculties, the management boards of the three campus systems shall examine existing and proposed new programs to insure that the study of foreign languages, especially French, be given proper attention in all programs of study as a requirement for graduation in various colleges and departments in the university.

Recommendation II

The management boards should cooperatively establish language proficiency goals and guidelines, particularly in oral proficiency. Further, the proficiency tests should measure performance and competence that would relate directly to instructional techniques, availability of materials, and curriculum development.

Recommendation III

The management boards shall establish a committee to determine the score that should be achieved on the proficiency examination of the Foreign Study Institute or the ACTFL language proficiency scale for teachers of foreign languages in Louisiana. The Commission believes that the teacher should be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. This level of proficiency is necessary to be successful in study abroad. This committee should meet and report its results as early as possible.

Recommendation IV

The Commission commends those colleges and universities which offer elementary teacher certification in French and urge those which have not complied to initiate plans to do so as required by law (Act 257, 1968).

Recommendation V

All institutions of higher learning have an existing policy on sabbaticals. The inservice teachers who are eligible for sabbaticals should be strongly encouraged by means of paid sabbaticals to pursue their studies toward a higher degree or to upgrade their language and professional skills.

Recommendation VI

The management boards should immediately accept the initiative and prevail upon the Board of Regents to use its powers to establish at least two intensive training institutes for foreign languages, preferably French, to give teachers in a summer session a concentration

of experiences in the target language. The institute should have clearly formulated policies concerning admission, retention, and completion. The objective should be a level 3 proficiency for those preparing for study overseas and level 2 proficiency for the beginner. Financial support for the two institutes should be proposed and submitted to the Board of Regents for legislative approval, if necessary.

Recommendation VII

The managing boards shall recommend to the faculties under their separate jurisdictions that they consider the possibility of creating interdisciplinary programs, such as courses in French for business in cooperation with the College of Business, French for engineers, French for computer scientists, French for nurses, and particularly, French for the broadcast media.

Recommendation VIII

Several recommendations were offered to the college and university faculties which the Commission felt would bring about desirable changes in French education. The Commission urges the managing boards to exert every effort to assist their respective faculties to take action to meet the requirements of these recommendations.

The State Board of Elementary and Secondary Education

The State Board of Elementary and Secondary Education (BESE) supervises and controls the public elementary and secondary schools, post-secondary vocational-technical schools and programs, and special schools under its jurisdiction. BESE has budgetary responsibility for all funds appropriated by the state for those schools.

While support for high-quality French language instruction at the college and university level is certainly needed, it is the students in grades one through twelve--a true cross-section of Louisiana's population--that must be served with second languages. It is to this larger, significant cross-section of learners that BESE should immediately and with some urgency direct its attention and revise and/or inaugurate policies and guidelines to assure all students the linguistic and cultural benefits of high-quality French programs.

The Commission recommends the following:

Recommendation I

The Board of Elementary and Secondary Education shall request funds in the minimum foundation program for the employment of supervisors specifically assigned to upgrade elementary and secondary foreign languages at the parish level. Further, that the appointments be made only from those who are proficient in a foreign language.

Recommendation II

The Board of Elementary and Secondary Education shall make every effort within its jurisdictional powers to establish a state-wide program of second languages: beginning with grade four in the 1984-85 school year and extending upward at least one grade each year so that by school year 1988-89 an articulated elementary French program in grades four through eight for academically able students will be in place; and (b) two units of credit in the same language will be a requirement for all college-bound students receiving a high school diploma at the end of school year 1988. As a result there will be provided a well-articulated, continuous program of second language instruction in the state's public elementary and secondary schools.

Recommendation III

Students who have passed a quality, comprehensive proficiency test at French level I may receive high school graduation credit for that unit and must enroll in French II and later French III, therefore by school year 1988-89, level III French courses must be offered and by 1990, parishes must offer levels IV and V.

Recommendation IV

The Board of Elementary and Secondary Education shall establish guidelines for study abroad for elementary and high school students which should include the number of class meetings, the subject matter, the nature of cultural tours, number of contact hours, class size, etc. Of special interest should be the ratio in the courses between speaking-listening and reading-writing. Consideration should be given to teacher nominations based upon the level of oral proficiency. High school credit should be awarded students for successful study.

Recommendation V

When an in-state intensive training summer program in French is fully operative on a college or university campus, BESE should make arrangements with the appropriate university to include highly qualified high school juniors and seniors as participants. For this, funds should be requested to be included in state funded programs for the gifted and talented. This cadre of students will be given priority to attend foreign studies abroad upon high school graduation, and be eligible for advanced placement in a university.

Recommendation VI

The Board of Elementary and Secondary Education shall require that basic information be gathered, such as number of teachers of French, number of students, parishes with foreign language programs, etc., and further, that these data be used as a basis to upgrade foreign language programs.

Local Governing Boards of Education

The 1974 Louisiana Constitution gave the Louisiana Legislature authority to create sixty-four parish school boards and two city school boards. The local school boards enforce courses of study and rules and regulations mandated by the State Board of Elementary and Secondary Education (BESE), the legislature, and the Constitution. It has the power to appoint teachers, having such qualifications as may be fixed by the BESE and importantly, has the power to levy a new tax and to increase or repeal an existing tax.

The local school boards are authorized as part of the general curriculum of instruction to include the teaching of a second language under provisions of Act 714 of 1975.

It was reported to the Commission that Act 334 of 1972 authorizes school boards to enter into voluntary compacts with one another so as to provide multi-parish educational programs, excepting compacts to operate 13th and 14th grades. It was observed that this act should be used by one or more parishes to provide high level scientific and technological schools with four years of a single foreign language as a mandated component.

On several occasions the point was raised concerning the use of English as the language of instruction in high school French language classes. The language courses were taught by certified foreign language teachers whose command of the target language was minimal. This situation could not result in quality foreign language learning. In fact, one of the Commission's panel members reported that two years of high school French and one year of college French gave him the sum total vocabulary of "Bonjour!" and "Comment ça va." He stated that this was indeed a sad commentary on our efforts in French language instruction.

On the matter of funding local school boards, funds are appropriated by the legislature and made available to the BESE, which distributes them to local school districts either as "general aid" or "earmarked aid." The minimum foundation program is classified as "general aid." Examples of "earmarked aid" include textbooks, vocational education, adult education, school lunch, and the state's contribution to the retirement system. Precedent has been set which would enable the legislature to "earmark" funds for upgrading foreign language instruction through state grants, if school boards could justify the need for such programs.

A survey of school superintendents in Louisiana revealed that sixteen (16) or 32% of the school districts did not have foreign language programs. Unfortunately, those parishes with foreign language programs reported a steady decline in enrollment, in some cases levels II and III were abandoned and foreign language teachers (usually French) were assigned to non-foreign language subjects, mostly English and social studies. In one instance, parental demand forced the school to combine levels II and III in one class. This is a most unsatisfactory teaching environment.

The Commission recommends the following:

Recommendation I

Local school boards shall immediately embark upon a comprehensive study of their second language policies and programs which enhance or inhibit student enrollment at any and all levels of instruction;

shall review the effectiveness of recruitment and counseling techniques in regards to foreign languages; shall assess the competences of the foreign language students as measured by an acceptable testing instrument; and shall conduct a follow-up study of foreign language students with two or more units in a single foreign language. The study should be conducted by outside experts who shall be asked to give specific but realistic recommendations to upgrade the foreign language program in whatever area that is needed.

Recommendation II

Local school districts shall make every effort to offer at least two units of a single foreign language in at least one of its high schools. Stated in another way, any student who wishes to earn one or two units in a foreign language cannot be denied the opportunity to do so, and at no expense to the student.

Recommendation III

Local school districts are urged to seek information, advice, and counsel from BESE, nearby universities, and the State Department to offer comprehensive language training through compacts among school districts. If additional funds are needed, the districts may request "earmarked" assistance from the legislature through the proper channels.

Recommendation IV

Require the superintendent of the school district to screen carefully applications for teaching positions in elementary grades and give priority to those applicants with a second language certification.

Recommendation V

Request local school boards to initiate a program to orient all guidance counselors in the value of a second language in the job market. This orientation program shall include as one element ways and means of counseling with parents on matters concerning foreign language study for their students.

Recommendation VI

All second language teachers shall be furnished up-to-date materials and equipment and be given separate classrooms to be effective in second language instruction; further, that a minimum of six supervisory

inservice days be required to help teachers make maximum effective use of the materials and equipment.

Recommendation VII

Second language teachers shall be required to prepare reports to parents on students' progress on a regular basis with the same type of reporting consistent with local school policy.

Recommendation VIII

Give recognition to the parish-wide feeder-school system in planning for a continuous program of French at the elementary and secondary levels consistent with BESE policy and guidelines.

Recommendation IX

Second language courses shall be designed and taught in such a way as to insure that the students acquire the greatest possible proficiency in all four skills; listening comprehension, speaking, reading, and writing. Achievement shall be measured by means of acceptable tests.

Recommendation X

The local educational agency shall take whatever steps are necessary to schedule students "on level." Only true beginners should be scheduled to take beginning courses in French, since the presence of students who know some French discourages the true beginners.

State Educational Agents

The Commission reached the conclusion that in order to enhance appreciably the quality of French education and to ensure an adequate supply of competent bilingual persons to meet new and demanding national needs, it is absolutely necessary to improve the quality of instruction and levels of student achievement at the college and university levels, assuring a filter-down to the pre-college levels. Equally necessary is an increased activity on the part of the Louisiana Department of Education to monitor elementary and secondary French programs which must meet mandated BESE board standards. The Department of Education should take the lead in recommending to the appropriate governing bodies programs to meet State priorities for modernizing,

expanding, and improving foreign language programs in Louisiana.

It was therefore necessary to identify together the Colleges and Universities and the Louisiana Department of Education as important change agents. The Commission feels that the Department should improve the French education foundation of Louisiana students, in turn setting a climate which would encourage interest in foreign language teaching as a career. This interest would, in turn, push upward the quality of instruction in teacher education.

The agencies most responsible at the pre-college and post-secondary levels for improvements in French programming must together serve as catalysts for change if Louisiana is to live up to the philosophy embodied in the preamble to this report.

Colleges and Universities

At each regional meeting the Commission noted that there was agreement that colleges and universities cannot afford to be without a strong foreign language program, and among those languages in this State, French should figure naturally and prominently. Also, it was apparent to the Commission during the course of the hearings that the French programs in the institutions of higher learning were somewhat different from each other, but each of the French programs had a special character and a special mission to serve its area. Further, the hearings provided sufficient evidence for the Commission to sense that a majority of the French programs were experiencing changes to reflect a shift to a communicational context.

When the testimonies given by French teachers and supervisors from the elementary and secondary programs and those from the professors from university programs were compared, the Commission found that they were in agreement in describing the areas of concern in the preparation of teachers of foreign languages. There was evidence that a new statement of philosophy and objectives is needed and that the shift of curriculum and methodology were required to reflect a change from literature to the four skills. A means of assessing the effectiveness of a program is mandatory. The Commission found that

certain problem areas were highlighted by many persons, that many persons expressed common concerns, and that proposed remedies shared many of the same elements.

The following list is a summary of the views most often expressed:

1. The colleges and universities do not seem to have a mechanism to discuss and resolve pedagogical problems of common interest to most or all of them nor is there now in place a way of sharing experiences, vis-a-vis departments of foreign languages and colleges of education.
2. In the area of French education, it is apparent that the present curriculum for teacher certification in French barely, if at all, trains teachers to be competent as teachers of French. Colleges and universities have lagged behind in preparing teachers who are proficient in oral French with a good knowledge of culture and literature and who are trained in curriculum planning and teaching methods.
3. A number of university teachers reported that most beginning levels of French are taught by graduate assistants and/or teachers with a baccalaureate degree. A few of the upper level courses were taught by teachers holding master degrees. Their concern was the lack of funds to provide sabbaticals for college teachers to upgrade and/or renew their language and teaching skills and to pursue advanced degrees.
4. The Commission received reports that some faculty members' oral competence in French was substandard. The reports pointed out that a substantial number of secondary teachers lacked a satisfactory competence in oral French. The concern of the reporters was that the teachers' lack of competency had an undesirable effect upon the students, as evidenced by reduced enrollment in second and third year programs. In this particular area of testimony, observations made during the hearings indicated that Louisiana universities were not requiring a state-wide minimum standard in oral competency.

5. Concern was expressed about the lack of students enrolled in French education. It was pointed out that only three students were graduating in secondary French education in the State in 1983. This number could not fill the vacancies that will occur due to resignations or retirements, much less staff new programs in high schools.
6. A study made of the baccalaureate programs in French reported that some colleges were unable to offer its students upper level French courses because of small enrollments. This finding was substantiated by several persons who appeared before the Commission. It was also reported that many of these universities were located close to each other and could cooperate to resolve the problem.
7. At the Lafayette and Shreveport public hearings, high school and college students of French expressed a desire to learn to understand and speak French. They gave priority to this phase of foreign language instruction. They reported without exception that French should be used as the language of instruction as soon as possible, even though it may be difficult for them at first.

The Commission feels it is appropriate to offer the following recommendations to the institutions of higher learning in Louisiana.

Recommendation I

Faculties of education and foreign languages are urged to reexamine their current requirements for foreign language certification and to raise those requirements. Further, that team-teaching (education and foreign language faculties) in method courses be seriously explored as a means of improving observation of elementary and secondary classes, and that the teachers do their practicum in the target foreign language.

Recommendation II

The foreign language faculties are urged to bring an international perspective to all foreign language courses in the curriculum offered to students in the colleges of liberal arts and education. In addition

to the four language skills offered to students in liberal arts and education, the foreign language faculties are urged to develop aspects of culture and civilization, which should include geography, history, political systems, economics, and contemporary civilization.

Recommendation III

Foreign language faculties should establish and maintain professional contacts with colleagues in other Louisiana institutions and with elementary and secondary level teachers; further foreign language faculties should conduct inservice meetings regularly and often to upgrade their skills, to raise the quality of instruction, and to share their materials.

Recommendation IV

Foreign language departments should cooperate with other academic areas in order to develop foreign language courses designed especially for the use of students in engineering, business, law, agriculture, pre-medicine, forestry, nursing, and, in particular, the broadcast media.

Recommendation V

Universities are urged to initiate cooperatively special programs that offer intensive programs of French in French-speaking countries, full-year or summer session. These programs should be directed to emphasize understanding and speaking French, with attention paid to increased acquisition of the ability to read and write. These programs should be made available to French elementary and secondary teachers who can profit from such experiences.

In lieu of academic training abroad for those who cannot participate, it is recommended that two institutions (one north and one south) provide intensive on-campus training whereby teachers can make substantial and rapid progress toward acquisition of a competent knowledge of French. These programs may be offered on a beginners basis for some, intermediate for others, and advanced for proficient speakers.

Recommendation VI

The Commission recommends that graduates in French education reach a minimum standard of 3 on a basic proficiency test of oral performance. American Council on the Teaching of Foreign Languages (ACTFL) language

proficiency assessment is an example of such a test. Further, that college and university professors be trained to administer oral proficiency interviews to their students.

Recommendation VII

Education and foreign language faculties should initiate a quality program to recruit students for French courses from among high school seniors and first year college students. To assist these faculties, the State should inaugurate a loan program for financing study in a degree program in French education (elementary or high school) in colleges and universities and for intensive study abroad; with a provision, for those who enter the teaching profession, that the loan be forgiven over a period of time.

Recommendation VIII

French faculties of colleges and universities within commuting distance should meet and enter into a consortium which would permit students to enroll in the cooperating universities in upper level courses in a manner that would be most effective.

Recommendation IX

Colleges and universities should provide adequate language laboratories for students in French. Materials must be stimulating and challenging and selected for appropriateness to the rest of the course content.

Recommendation X

Oral skills and proper pronunciation of French should be a basic goal of every course in the sequence of courses. This means that the faculty must use as little English as possible from the first course through graduate study, using systematically the language laboratory.

Recommendation XI

Foreign language faculties who teach foreign language education majors should be assisted, through sabbaticals or summer study programs, in improving their own proficiency or updating their knowledge of teaching methodologies and technologies.

Louisiana Department of Education

The Commission recognized the key leadership role that the

Louisiana Department of Education must assume if changes are to be made. The Department's staff members in foreign languages are the agents which must help parish teachers and educators develop quality foreign language programs that are comprehensive and coordinated. Help must include professional development, student and teacher exchanges, curriculum and instructional model development, evaluation of materials, assesment of student achievement, local research. The Department of Education must encourage participation in local, state, and national associations.

At public hearings of the Commission, most of the presenters from elementary and high school faculties expressed the need to have closer and more frequent contacts with the professional foreign language staff of the Department. The report of the representatives of the foreign governments with offices in Louisiana observed that, given limited budgets, personnel, and innumerable responsibilities in other areas, the Foreign Language Section of the Department has been called upon to do an almost impossible task.

The hearings also brought to light the apparent lack of articulation from grade to grade (some elementary students repeating the same content for two or three years), the lack of continuity of course content from one grade to the other, the shifting of program goals, the frustrating feeling of "who's in charge," the lack of support by the principal, the lack of assessment of student achievement, etc. Even though the problems are real, the presenters admitted that solutions must be shared by the Department, BESE, universities, local school systems, and others, however local educators and teachers naturally bring their problems to the Department of Education and seek its help in solutions.

The Commission realizes that a consortium of agencies may be needed to affect some of the following recommended changes:

Recommendation I

The State Superintendent allocate two additional unclassified staff members to be assigned to the Foreign Language Section; one to serve the second language programs, grades 4-8; and one to serve the foreign

language programs, grades 9-12. Further, the two additional staff members be responsible for assessing student achievement, curriculum evaluation, assisting in developing innovative programs, providing inservice education, and assembling pertinent statistical data.

Recommendation II

The Curriculum Coordinating Council for Foreign Languages should be revised to develop minimal standards and to prepare the curricula necessary to meet a high standard of quality in French study. The Council should include foreign language educators from elementary, secondary, and university levels and at least two client-students. The foreign consultants participating in Louisiana French language programs may select from among their numbers representatives to serve as advisors to the Council.

Recommendation III

Sabbatical leaves for foreign language professional staff shall be provided so their skills in the French language, methodology, and technology can be updated.

Recommendation IV

The foreign language staff shall prepare a schedule for on-site visits in all school systems to insure compliance with BESE policies and guidelines regarding foreign language instruction. Reports of such visitations shall be rendered to the superintendent of the parish, with copies to the principal, State Superintendent, and BESE.

Other Change Agents

The success or failure to preserve the French language in Louisiana, depends to a great extent, upon the will of its citizens, who are the guardians of their childrens' education. If improvement in foreign language instruction is to become a reality, then every effort must be made to give Louisiana citizens opportunities to participate in educational decisions affecting their children. Their views and positions ought to be taken into account in all judgmental decisions.

There has never been in the United States a change agent with greater and wider influence than an informed citizenry. When accurately

and painstakingly informed and given the chance to study, understand, and evaluate needed programs, citizens become enthusiastic and decisive advocates and dedicated leaders.

There is no more important a state agency to inform the citizens in Louisiana than the Council for the Development of French in Louisiana (CODOFIL). It has consistently demonstrated its efficacy in awakening the public to the need to revive French in Louisiana. The metamorphosis of French in Louisiana from dormancy to liveliness has stirred the imagination of Louisianians and of the whole French speaking world. CODOFIL has proved its worth as a change agent for the renaissance of French in our State.

Council for the Development of French in Louisiana (CODOFIL)

When in 1968, the Louisiana Legislature established CODOFIL as a state agency to develop, utilize, and preserve the French language found in Louisiana for the cultural, economic, and tourist benefit of the State, the legislature also authorized CODOFIL to cooperate with, and advise, other state agencies including public institutions of education. As an advisor to education, CODOFIL has come to be recognized as an influential change agent in Louisiana and has been nationally and internationally accepted as a strong influence in our Nation's second language movement.

During the public hearings, the Commission was pleased to learn first hand the impact CODOFIL programs have on the growth of interest in French on the part of students of all levels. Faculty members from several universities reported that their students who participated in CODOFIL study programs abroad have a sense of Louisiana's French heritage and a desire to preserve and transfer it to the next generation.

While the Commission underscores the importance of CODOFIL as a most valuable asset for bringing high-quality to French education and while it takes into account the leadership of its Chairman, Mr. James Domengeaux, it feels compelled to recognize concerns of educators and others that must be addressed.

1. The Commission's attention was called to the CODOFIL Consortium of twenty-two colleges and universities and the academic-year programs it offers abroad. Scholarship funds that are budgeted to CODOFIL by the legislature are awarded to college and university students. The presenters reported that there appears to be no standard procedure for requiring students to take certain courses nor does there seem to be a standard level of competency. Another problem that was voiced related to the lack of uniformity in transferring credits earned in study abroad to their home universities.
2. A study of the undergraduate program in French at Southern University in Baton Rouge showed that in the past five years no students has taken advantage of a CODOFIL scholarship to study in France for an academic year. The Commission believes that this situation must be soon reversed.

Learning French provides a unique opportunity for Louisiana black students to become bilingually literate, broaden their cultural and intellectual horizons, and increase their understanding of their potential role in foreign affairs. Bilingual Black-Americans can be equipped to provide a reservoir of Louisianians competent in French to fulfill a national need in diplomacy, international commerce, and national security in French-speaking areas of the Third World, where a protracted cold war for their hearts, their minds, and their allegiance is in progress.

3. Several high school students appeared before the Commission. It was evident from their testimonies that the work of CODOFIL had created in their schools an atmosphere full of enthusiasm and optimism. These students had an acceptable command of French, having participated in study programs in Belgium, France, and Quebec.
4. Public radio programs in French, whether the format is news, Cajun music, plays or talk shows, develop the listening skills of students. To reach all students, elementary through college and on to the out-of-college adult, programs should serve

their levels of interest and their understanding of the language.

The imaginative use of television for educational purposes is in its developing stages in this country; however, with the presence of satellites this educational resource will grow in leaps and bounds. Direct reception from French-speaking countries is possible today.

CODOFIL has made some progress in preparing and broadcasting radio and television programs, with the cooperation and assistance of Louisiana Public Broadcasting, the University of Southwestern Louisiana, and local public access channel stations.

The Commission makes the following recommendations.

Recommendation I

CODOFIL, on its own or in cooperation with the Board of Supervisors of Southern University and A & M College and the Consortium make a determined effort to provide French programs that would result in participation of qualified students from the Southern University System in the study abroad programs during the summer and the academic year.

Recommendation II

As sponsor of the Consortium, CODOFIL should ask the membership to restructure its composition so as to include membership from the Colleges of Education to a level of effectiveness in decision making.

Recommendation III

As sponsor of the Consortium, CODOFIL should urge its members to apply rigorous control over the courses students may take, especially as to their level, number of class meetings, subject matter, etc. To accomplish this, it is recommended that a permanent director be assigned to work with appropriate authorities to establish a system mutually acceptable but one which would assure students that credits earned from their study abroad would be acceptable by their home universities. To provide salary and other necessary expenses, it is suggested that the colleges and universities participating as members of the Consortium be assessed in a manner and amount to be determined by the membership of the Consortium.

Recommendation IV

The Commission recommends that CODOFIL (1) study the feasibility and cost of arrangements with French-speaking countries for retransmission of their broadcast programs; (2) prepare programs in radio and television for young audiences; (3) prepare programs which promote second languages as a needed skill in the job market, using recognized leaders in commerce, industry, labor, government, and education; and (4) prepare and broadcast radio and television programs which would promote the use of French in the homes.

Recommendation V

CODOFIL in cooperation with the State Department of Education and other appropriate agencies shall study the feasibility of French instructional television as a supplement and/or complement to the classroom teacher. The feasibility study shall include, but not be limited to, acquisition versus production, cost-effectiveness of television assisted instruction, student achievement, parent and/or teacher acceptance and appreciation of foreign cultures and life styles.

Louisiana Citizens

The changes currently needed in educational systems and policies to strengthen foreign language programs at all levels require that the citizens of Louisiana be adequately informed so they understand and support recommended changes. Therefore, one of the important goals of the Commission on French as a Second Language is to "conduct a vigorous campaign to direct public attention to the importance of foreign language study." Public testimony given during the hearings recognized the validity of that particular goal and urged the Commission to direct public attention to the importance of functional literacy in foreign languages in the job markets. It is valuable to Louisiana as a competitor in tourism and as a major means in attracting multinational business and industry.

Testimony before the Commission emphasized the potential that the media, whether radio, newsprint, television, or a combination thereof, have in exploring the issues of a free society, and in influencing the decision for change when change is needed. Within this

framework, there was general agreement by many presenters that careful and skillful use of the media could be the key to bringing about support for foreign language instruction in Louisiana.

At an early meeting of the Commission two statements made by its Chairman, Dr. Cecil Taylor, who assessed Louisiana's great potential and the ensuing need as follows: "A working knowledge of French has a double importance for Louisianians, linking them to the State's French heritage and giving an international dimension to their education" and "Louisiana owes it to itself to provide the best possible opportunities in schools, colleges, and universities for Louisianians to become proficient in French."

The public must understand and appreciate fully the great potential which is uniquely ours and must give complete and continuing support to the necessary investment in money, time, training, and retraining. For this to happen, the media must play its strongest role ever.

Within the above framework, the Commission offers the following recommendations:

Recommendation I

Foreign language departments of the academic community, governments at all levels, business and labor, and the media industry are encouraged to join forces, locally and state-wide, to conduct a vigorous campaign to call attention to the importance of foreign languages to the individual and to the State.

Recommendation II

The media should be used by educational agencies to make periodic reports to the public on the progress the State is making to maintain and expand foreign language programs at all levels.

Recommendation III

Radio stations and commercial and cable TV stations in Louisiana are encouraged to transmit programs in the French language and to use to the greatest extent possible local French speaking talent.

Recommendation IV

The legislature provide funds to CODOFIL, the Department of Tourism,

and the Louisiana Educational Television Authority to provide quality television programs portraying Louisiana as an international mecca of trade and tourism, and further, give these films world-wide distribution.

Recommendation V

Radio and television programs should be developed to enhance the speaking ability of the native French-speaking population of this State.

SECTION IV

COMMISSION'S UNFINISHED BUSINESS

During the hearings on pre-college French language instruction and teacher quality, the committee heard statements that indicated grave concerns about pre-college French language deficiencies.

Decreasing enrollment in high school French, reassignment of good French teachers to teach other subjects, lack of accessible retraining opportunities, apathetic school administrators, uncooperative guidance counselors, and obsolete curricula were among the many concerns frequently reported by teachers and administrators of elementary and secondary schools. If these statements are reasonably accurate, this State faces a dire situation. A generation of our students will be linguistically illiterate. Unless this State takes steps now its leadership in French language programming will quickly be diminished and hopelessly surpassed within a few years.

The Commission is ready and able to accept the challenge. In its short span of operations it barely had the time to do more than to identify some of the concerns. Therefore, the Commission recognizes the seriousness of the situation and believes it now has to meet its new obligation and devote as much time in 1983-84 as needed to study, comprehensively and in depth, the entire elementary and secondary instructional program, its administration, its supervision and, above all, the end products.

There are many schools, even school districts, that are doing things that are working well. They are beginning to show the way to quality French programming. A faculty self-study and an on-site visit by knowledgeable experts in French language study will be an incentive to them to move even further along. When others learn of the new and the good things, they may try to duplicate and even improve on some of the things they learned.

Self-study and on-site visits to other schools will awaken

their interest in second language curricula. They may need considerable help; in-service for teachers, reorientation for administrators and supervisors, financial assistance, and sustained state assistance.

A report based upon the study of the pre-college program in second language should be explicit in the deficiencies and realistic in the recommendations. It should be written in a manner to promote corrective action.

A review of the literature on the learning of second languages provides sufficient evidence to encourage the Commission to study the feasibility of introducing a second language to pre-school children. The task of teaching and learning a second language, if started early, comes at a time in a child's educational life when basic attitudes are formed, when the beginning of language comprehension are put into place, when curiosity is at its peak and when the foundations are laid for further learning of second language.

Briefly, the Commission visualizes the development of a unique form of bilingual education, beginning with toddlers and extending upward to include kindergarten children. The Commission expects wide participation of the private sector in this enterprise to help develop a pre-school bilingual program with a specific design intended to use two languages as the medium of teaching and learning. In most, if not all, the pre-schoolers would come from families where English is the language spoken in the homes.

If the answer to the question, "Is the introduction of a second language to pre-school children feasible?" is positive, then the Commission foresees development and planning, pilot projects and evaluation, demonstration projects and the adoption of pre-school bilingual programs on a statewide basis.

APPENDIX

THE COMMISSION'S TASK FORCE ON FRENCH AS A SECOND LANGUAGE

Mrs. Ruth Miller, Chairwoman of the Louisiana State University Board of Supervisors, member of the Commission on French as a Second Language, and coordinator of the Task Force, counselled the members of the Task Force at its first meeting as follows:

"The Commission has held hearings throughout the State. Educators from elementary through university levels have appeared before the Commission affirming their support of a viable second language program throughout the Louisiana school system.

What has become apparent is that educators in Louisiana are beginning to understand fully the benefits which are derived from strong programs of second language instruction. While most people around the world perceive bilingualism or trilingualism as an accepted part of life and normal in the education of their children, the majority of Americans have never felt the need to learn anything but English.

Since it is the university that trains those who will be teachers, sets the criteria for professional accreditation, and develops the textbooks and program materials, and determines the curricula for degrees, then -- if we are to point to any one agency as being primarily responsible for the decline of language proficiency in the United States or for the failure to develop second language programs as a normal part of the educational package --- we point to the universities.

The Commission realizes that action must be initiated to reverse the downward trend of language instruction and proficiency in Louisiana. However, corrective action must be guided by the practical while acknowledging the ideal,

and the Commission is cognizant of the financial restraints under which the educational units in the State have to operate. However, the thinking within the Commission at this stage is that language studies will have to be required in almost all baccalaureate programs, and the language requirements for teachers be increased and strengthened.

The Commission is asking each one of you to study diligently the resource document prepared for you. Respond, if you wish, to each and every statement, suggestion, idea, and point of view. You may organize yourselves into a single working committee or committees by interest. You are urged to discuss openly, freely, and in depth, but constructively, any or all items. You are asked to submit to the Commission a paper which may be in any form you feel most effective.

You will be cloistered in this hotel for the next forty-eight hours. The Commission has planned for all of your ordinary needs. Good luck."



Office of Academic Affairs
LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE
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504/388-8863

March 11, 1983

Dr. Cecil Taylor, Chairman
Commission on French as a Second Language
161 Riverside Mall
Baton Rouge, LA 70801

Dear Dr. Taylor:

The purpose of this letter is to transmit to the Commission on French as a Second Language the report of the Task Force appointed by it to offer recommendations concerning the study of second languages in the state of Louisiana.

With the availability of several excellent documents--including the Resource Document prepared by the Commission on French as a Second Language; the Reflections on the Programme of Second-Language Instruction in the State of Louisiana submitted by foreign government representatives; the Foreign Languages section of the Board of Regents Report; and the Report of the Statewide Review Committee on French in Colleges and Universities--and drawing upon the experience and training of the members of the Task Force, the body proceeded to formulate the attached set of recommendations which also include amendments to extant legislative acts.

It is hoped that this report, coming from a group of concerned educators in the state, will strengthen the Commission's resolve in taking the necessary steps in bringing this matter to the attention of lawmakers, governing boards, and generally those responsible for charting the direction of education in Louisiana.

With all good wishes.

Sincerely yours,

Huel D. Perkins
Assistant Vice Chancellor
for Academic Affairs
(Chairperson)

THE REPORT OF THE TASK FORCE TO THE COMMISSION

I. Recommendations to Specific Agencies, Boards, etc.

1. To Management Boards of Higher Education: In matters of curriculum, with the advice of the campus faculties, system-wide faculty and administrative committees, the management boards of the three campus systems shall examine existing and proposed new programs and make recommendations that will ensure compliance with the recommendations of the Commission on French as a Second Language.
2. To the Board of Regents: In its forthcoming budgetary recommendations to the Governor and the Legislature for FY 1984-85, the Board of Regents shall include appropriate mechanisms to generate the resources necessary to ensure compliance with the recommendation of the Commission on French as a Second Language. Funds shall be made available to colleges and universities. This shall include, but not be limited to: start-up costs for new programs; classifying foreign languages as high cost areas for formula funding. Further, funds shall be made for the establishment of financial incentive programs for students and teachers of foreign languages, such as scholarships, loan programs, travel grants and others. The Board of Regents shall also consider requesting additional monies for its research and development fund that would be specifically earmarked for foreign language programs and activities.
3. To the Commission: The Commission on French as a Second Language shall seek from the Legislature a joint resolution giving it continuing status as the Louisiana Commission on Foreign Languages, with an appropriately defined charge not in conflict with responsibilities assigned in the Constitution to the various Education Boards. The Commission, among other responsibilities, will prepare and seek legislative approval of a

comprehensive Foreign Language Improvement Act that will consolidate budgetary planning of financial resources for the support of foreign language programs at all levels. Monies will be distributed by the appropriate Boards in accordance with their established policies.

4. To the Board of Elementary and Secondary Education: The Task Force recommends, through the Commission, that the Board of Elementary and Secondary Education shall include funds in the minimum foundation program for the employment as supervisors of elementary and secondary foreign language instruction and only those proficient in the language should be eligible for employment.
5. In the matter of temporary certification for teachers of French, the following recommendations are made to the Commission on French as a Second Language.
 - a. Second Language Programs extend temporary certificates which shall be issued for a period not to exceed 5 years to: 1) Native French speakers who are permanent residents and possess the equivalent of a B.A. degree or eligibility as a teacher in the home country; and 2) French majors with a B.A. degree in Liberal Arts and who attain a required score on the National Teacher's Examination (NTE).
 - b. Candidates must attain a level 3 on the ETS proficiency scale to teach at the secondary level and a level 2 to teach at the elementary level. In addition, candidates must earn a minimum of 6 semester hours per year toward teacher certification. Practice teaching may be waived upon proof of prior teaching experience in the United States or abroad.

II. Recommendations: Level Requirements

Elementary Level

Formal second language instruction shall be required for

all students no later than the fourth grade and shall be an integral part of the school curriculum. Over a period of 5 years beginning with the 1984-85 school year, second language instruction shall be phased into the curriculum one year at a time until it is offered in an articulated, sequential manner in grades 4, 5, 6, 7, and 8.

At the primary level (K-3) parishes are encouraged to provide cultural and linguistic experiences in a second language.

School districts not presently participating in state-funded second language programs shall submit a plan for implementing a program of second language instruction by academic year 1984-85.

Secondary Level

Two high school credits in a single second language shall be required for a high school diploma. Advanced level courses shall be provided for which class sizes may be waived. Students with substantial foreign language achievement in the elementary school as evidenced by an acceptable score as measured by means of tests such as those that are available from the Modern Language Association shall meet the two high school credit requirement in foreign language by successfully completing the advanced level courses.

College and University Level

Faculties of Louisiana colleges and universities are urged to establish on an institution-wide basis, foreign language graduation requirements, both at the undergraduate and graduate levels. Colleges and universities should also take note of the need to create in a timely manner appropriate programs to educate the teachers that will be needed to meet the new foreign language requirements recommended by the Task Force at the elementary and secondary levels.

III. Recommendations (General)

1. The Task Force endorses the report of the Regents State-Wide Review Committee on French and urges a similar action by the Commission. It particularly notes the quality of the recommendations of the Committee in the area of academic programs for the education of teachers of French, both at the undergraduate and graduate levels.
 - a. The Task Force recommends that intensive immersion courses on a Louisiana college campus or elsewhere in the United States be accepted as an alternative to the requirement of a two-semester study period abroad and that loans be made available to students who elect this alternative.
 - b. The Task Force recommends that further consideration be given to the requirement of the score of level 3 on the proficiency examination of the FSI.
2. That the mandate of the present Commission on French as a Second Language be extended so that it is charged with the implementation and periodic review of the State's foreign language programs, after conducting a comprehensive, indepth study of the elementary and secondary French program of instruction.
3. That the Commission coordinate its efforts with the various educational bodies represented on the Task Force.
4. That the Commission be charged with encouraging efforts to explain the value of the study of foreign languages to the people of the State of Louisiana.
5. That the Commission encourage local school districts and colleges and universities to explore the possibilities of the use of computer-assisted instruction at all levels of second language teaching.
6. That the Commission return to the Legislature in 1984 with plans for the implementation of policies to be presented in the 1983 Legislative Session.

IV. Amendments to Act 714

1. Beginning with the 1983-84 school year, formal instruction in second languages shall be required in the fourth grade in all schools now participating in state-funded second language programs. Over a period of five years (1983-88), second language instruction shall be phased into the total curriculum and shall be offered in an articulated and sequential continuous progress program in grades 4-8. Schools not presently participating in state-funded second language programs shall submit to the Board of Elementary and Secondary Education plans for implementing a program of second language instruction in grades 4-8 prior to the beginning of the 1984-85 school year. To provide continuity of instruction at the secondary level (9-12), two units in the same language shall be required. Advanced level courses (III, IV, and V) shall be provided for which minimal class size may be waived.
2. Instructors in the second language programs shall be regularly certified teachers, Second Language Specialists, and/or foreign associate teachers. A Second Language Specialist teacher will not be counted in the pupil-teacher ratio in the school of assignment, but shall be counted as an additional teacher.
3. The cost of implementing second language programs at the elementary and secondary levels over and beyond the base salary of foreign associate teachers shall be borne by the local school systems. Base salary of parish Second Language Supervisor, regularly certified foreign language teachers and Second Language Specialists shall be included in the minimum foundation budget.
4. The Board of Elementary and Secondary Education shall establish comprehensive policies, regulations, and guidelines governing second language programs. The Department of Education shall be charged with implementing these policies, regulations and guidelines, monitoring and evaluating second language

programs, and providing continuous in-service training for second language personnel.

V. Acknowledgements

1. The Task Force takes note of the presence and valuable assistance of foreign government representatives in the State of Louisiana from Belgium, France, and Quebec and has incorporated many of their suggestions into its statements and recommendations.
2. The Task Force found the Foreign Languages Section of the report of the Board of Regents Task Force on the Academic Preparation of college-bound students to be extremely helpful, informative, and of considerable merit. It provides valuable guidelines for parents of college-bound high school students.
3. The Task Force gratefully acknowledges the excellent resource document prepared by the Commission on French as a Second Language and made available to all members of the Task Force. The information contained therein formed the basis for much of the deliberations of the Task Force.

VI. Summary Statement

The Task Force stands firmly committed to the foregoing statements and recommendations. It believes that only through vigorous and unqualified support of all entities in the State of Louisiana--the Governor, the Legislature, management boards of higher education, the sixty-six school districts of the State, the Board of Elementary and Secondary Education, the Commission on French as a Second Language, the Council for the Development of French in Louisiana, supervisors, principals, teachers, parents, professors--can these objectives be reached.

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COMMISSION HEARINGS

Place/Date

Principal Presenter

Lafayette
March 17, 1982

Dr. Terrel H. Bell
United States Secretary of Education

Shreveport
April 15, 1982

Mr. David McClure
Principal, Bellaire High School,
Houston, Texas; A foreign language
and international high school offer-
ing an international baccalaureate
degree

Dr. Gabriel Jacobs
Principal, Four Corners Elementary
School, West Kensington, Maryland;
All grades French immersion program

Baton Rouge
June 21, 1982

Mr. C. Edward Scebold
Executive Director, American Council
on the Teaching of Foreign Languages
(ACTFL)

New Orleans
October 29, 1982

Dr. James A. Perkins
Chairman, President's Commission on
Foreign Language and International
Studies, 1978-80; Executive Officer,
International Council for Educational
Development

COMMISSION MEETINGS

July 31, 1981	Baton Rouge
August 20, 1981	Lafayette
December 28, 1981	Baton Rouge
February 25, 1982	Baton Rouge
March 16, 1982	Lafayette
April 14, 1982	Shreveport
June 20, 1982	Baton Rouge
October 28, 1982	New Orleans
January 28, 1983	Baton Rouge
February 11, 1983	Baton Rouge

EXECUTIVE COMMITTEE MEETINGS

June 21, 1981	Lafayette
July 1, 1981	Lafayette
August 5, 1981	Lafayette
December 2, 1981	Lafayette
February 17, 1982	Baton Rouge
March 5, 1982	Lafayette
April 2, 1982	Baton Rouge
June 4, 1982	Baton Rouge
August 12, 1982	Lafayette
September 13, 1982	Baton Rouge
October 1, 1982	Baton Rouge
November 25, 1982	Baton Rouge

LOUISIANA ACTS, 1968

ACT NO. 256 - Senate Bill No. 371. By: Messrs. LeBlanc, Mouton and Peltier.

AN ACT

To further the preservation and utilization of the French language by removing discrimination against French without in any way detracting from the present status of the English language by amending Section 204 of title 43 of the Louisiana Revised Statutes of 1950 to provide that all legal notices may be published in the French language supplementary to the required English publication; and to reconfirm the traditional authority of the state officials and institutions to publish in the French language in addition to the English language any public document. Be it enacted by the Legislature of Louisiana:

Section 1. Section 204 of Title 43 of the Louisiana Revised Statutes of 1950 is hereby amended and re-enacted to read as follows:

S 204. Advertisements to be in English; duplication in French permitted.

A. When advertisements are required to be made in relation to judicial process, or in the sale of property for unpaid taxes, or under judicial process or any other legal process of whatever kind, they shall be made in the English language and may in addition be duplicated in the French language.

B. State and local officials and public institutions are reconfirmed in the traditional right to publish documents in the French language in addition to English.

Section 2. All laws or parts of laws in conflict herewith are hereby repealed.

Approved and signed by the Governor, July 19, 1968.

ACT NO. 257 - Senate Bill No. 374. By Messrs. LeBlanc, Mouton and Peltier.

AN ACT

To require the State Board of Education and the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College to direct institutions under their control presently offering teacher certification in high school French to similarly offer teacher

certification programs in elementary school French. Be it enacted by the Legislature of Louisiana:

Section 1. The State Board of Education and the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College are hereby required to direct institutions under their control, which presently offer teacher certification programs in the instruction of high school French, to similarly offer teacher certification programs in the instruction of elementary school in French.

Section 2. The foregoing section of this act shall not be construed to prevent an institution from offering teacher certification in elementary school French even though said institution lacks a teacher certification program in high school French.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved and signed by the Governor, July 19, 1968.

ACT NO. 408 - House Bill No. 437. By: Messrs. LeBlanc, LeBreton, Coreil, Broussard, Guidry, Hayes, Simon, Guilliot, Himel, Gill, O'Brien, Faser, Ordoneaux, Stinson, Freeman, Marionneaux, Crais, Gibbs, Marcel, Laborde, Gremillion, Long, Angelle, LeBleu, Holstead, Bauer, Talbot, Breaux, Rappelet, and Senator Mouton.

AN ACT

To further the preservation and utilization of the French language and culture of Louisiana by strengthening its position in the public schools of the State, and requirements that the French language and the culture and history of French populations in Louisiana and elsewhere in the Americas, shall be taught for a sequence of years in public elementary and high school systems of the State. Be it enacted by the Legislature of Louisiana:

(A) As expeditiously as possible but not later than the beginning of the 1972-73 school year, all public elementary schools shall offer at least five (5) years of French instruction starting with oral French in the first grade; except that any parish or city school board, upon request to the State Board of Education, shall be excluded from this requirement, and such request shall not be denied. Such request shall not be submitted until July 1, 1972. The fact that any board is excluded, as here provided, from participation in the program established by this Act shall in no case be construed to prohibit such school board

from offering and conducting French courses in the curriculum of the schools it administers. In any school where the program provided for herein has been adopted the parent or other person legally responsible for a child may make written request to the parish school board requesting that said child may be exempted from this program.

(B) As expeditiously as possible but not later than the beginning of the 1972-73 school year, all public high schools shall offer a program of at least three (3) years of instruction in the French language and at least one course included in the culture and history of the French populations of Louisiana and other French speaking areas in the Americas; except that any parish or city school board may request the State Board of Education to be excused from this requirement and such request shall not be denied. Such request shall not be submitted until July 1, 1972.

Section 1. Educational television operated under the auspices of any public institution in the State of Louisiana shall be bilingual in character paying due regard to the proportion of French speaking listeners within the broadcast area of such operations.

Section 2. The State Board of Education, the State Superintendent of Education, and all other public officials and administrators are properly charged with the implementation of this Act.

Section 3. The State Board of Education, the State Superintendent of Education, and the Parish School Boards participating in the program set forth in this act shall include in their budget provision for the implementation of this program; and may avail themselves of any funds which may be provided by the Federal Government or other sources in accordance with the existing law and regulations of this State.

Section 4. All laws or parts of laws in conflict herewith are hereby repealed.

Approved and signed by the Governor, July 20, 1968.

A true copy: Wade O. Martin Jr., Secretary of State.

ACT NO. 409 - House Bill No. 438. By Messrs. Broussard, LeBreton, Coreil, LeBlanc, Guidry, Hayes, Simon, Guilliot, Himel, Bauer, O'Brien, Angelle, Faser, Ordoneaux, Stinson, LeBleu, Gremillion, Holstead, Talbot, Breaux, Laborde, Rappelet, and Senator Mouton.

AN ACT

To authorize the establishment of the Council for the Development of French in Louisiana. Be it enacted by the Legislature of Louisiana:

Section 1. The Governor is hereby authorized to establish Council for the Development of French in Louisiana, said agency to consist of no more than fifty (50) members and including a chairman appointed by the Governor from names recommended to him by the legislators, and said Council is empowered to do any and all things necessary to accomplish the development, utilization, and preservation of the French language as found in the State of Louisiana for the cultural, economic, and tourist benefit of the State.

Section 2. The Governor's Council for the Development of French in Louisiana may cooperate with, and advise, other State agencies including public institutions of education.

Section 3. Council for the Development of French in Louisiana may receive donations and grants from individuals, corporations, and governments in order to further the provisions of this Act.

Section 4. All laws or parts of laws in conflict herewith are hereby repealed.

Approved and signed by the Governor, July 20, 1968.

ACT NO. 458 - House Bill No. 650. By Messrs. Hayes, Brinkhaus, Joubert, Angelle, Dejean, Kiefer, Wall, Booker, Laborde, Guidry, and Senators Mouton and Diesi.

AN ACT

To further the preservation and utilization of French, as an economic and cultural asset of the State, by authorizing the establishing of a non-profit French language television broadcasting corporation. Be it enacted by the Legislature of Louisiana:

Section 1. The Louisiana corporation for French language television is hereby created, to be known as Television-Louisiane.

Section 2. Television-Louisiane shall be directed and managed by a Board consisting of ten members appointed by the Governor, who shall serve without compensation, and shall be instituted as a body corporate by the said act of appointment.

Section 3. Television-Louisiane is empowered to establish, manage, and operate a television broadcasting facility at and in conjunction with the University of Southwestern Louisiana, at Lafayette, Louisiana, which operation shall be conducted primarily in the French language and the Board is empowered to do any and all things necessary in its discretion to accomplish these ends.

Section 4. All laws or parts in conflict herewith are hereby repealed.

Approved and signed by the Governor, July 20, 1968.

A true copy: Wade O. Martin, Jr., Secretary of State.

Regular Session, 1980

SENATE CONCURRENT RESOLUTION NO. 161

BY MESSRS. BRINKHAUS AND BARES

A CONCURRENT RESOLUTION

To urge and request the Governor of Louisiana to establish a Commission on French as a Second Language to review the status of French language instruction at all levels of education within the state of Louisiana.

WHEREAS, by Act 409 of 1968 the Louisiana Legislature created the Council for the Development of French in Louisiana with powers to do any and all things necessary for the development, utilization and preservation of the French language in the state of Louisiana and for the cultural, economic and tourist benefit of the state; and

WHEREAS, by Act 714 of 1975 the Louisiana Legislature called for the establishment of a comprehensive curriculum in a second language in all grades of the public school systems of Louisiana; and

WHEREAS, the training of Louisiana teachers leading to certification to teach French in the elementary and secondary levels is the responsibility of the institutions of higher education; and

WHEREAS, significant state resources are required to maintain a well-articulated, sequential program in French language and culture in the public school systems of Louisiana; and

WHEREAS, in 1979 the President's Commission on Foreign Language and International Studies reported: "American's incompetence in foreign languages is nothing short of scandalous, and is becoming worse"; and

WHEREAS, the President's Commission believes that our lack of competence in foreign language diminishes our capabilities in diplomacy, in foreign trade, and in our national security; and

WHEREAS, the President's Commission emphasizes the need for a comprehensive foreign language policy; and

WHEREAS, the President's Commission recommends that each state establish a system to review and assess its current foreign language programs and to make recommendations for their improvement; and

WHEREAS, the chairman of CODOFIL and the State Superintendent of Education view as a priority concern the failure of schools and colleges to teach languages so that students can communicate in them; and

WHEREAS, the effectiveness of French as a second language program in the state of Louisiana should be reviewed, studied and evaluated; and

WHEREAS, the chairman of CODOFIL and the Louisiana State Superintendent of Education believe that an evaluative report of the Louisiana program of French as a second language is timely and appropriate and should include recommendations that result in quality and meaningful programs in French instruction.

THEREFORE, BE IT RESOLVED by the Senate of the Legislature of Louisiana, the House of Representatives thereof concurring, that the Governor of Louisiana be urged and requested to establish a Commission on French as a Second Language, said Commission to consist of the chairman of CODOFIL, the Louisiana State Superintendent of Public Education, the chairmen of the House Standing Committee on Education and the Senate Standing Committee on Education, the president of the Louisiana Superintendents Association, the president of the Louisiana School Boards Association and the heads (or their designees) of the various boards which govern education in Louisiana (State Board of Elementary and Secondary Education, Board of Regents, Board of Trustees for State Colleges and Universities, Board of Supervisors of Louisiana State University, and Board of Trustees of Southern University), in the state of Louisiana, including but not limited to the Louisiana local public school systems, the Louisiana Department of Education and the institutions of higher

education, and to review the policies establishing and regulating French instruction as a second language established by the various boards governing education.

BE IT FURTHER RESOLVED that the various boards governing education, parish school boards and superintendents and the Louisiana Department of Education shall cooperate in whatever manner deemed necessary.

BE IT FURTHER RESOLVED that a copy of this Resolution be forwarded to the sixty-six school boards, the Board of Regents, the Board of Trustees for State Colleges and Universities, the Louisiana State University Board of Supervisors and the Southern University Board of Supervisors.

BE IT FURTHER RESOLVED that the report of the Louisiana Commission on French as a Second Language be forwarded to the Governor of Louisiana, members of the Louisiana Legislature, the Louisiana Superintendents Association, the Louisiana School Boards Association, CODOFIL and the heads of the various boards governing education in Louisiana.

S/S Michael H. O'Keefe

PRESIDENT OF THE SENATE

S/S John J. Hainkel, Jr.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

ACT 714

ACT NO. 714 - Senate Bill No. 639. By: Mr. Mouton, Chairman, Senate Committee on Education, Health and Welfare (Substitute for SB No. 209 by Mr. Mouton), and Representatives Bares, M.J. LaBorde, J. Jackson, D'Gerolamo, Anzalone, Leithman, Morrison, and Jenkins.

AN ACT

To amend Title 17 of the Louisiana Revised Statutes of 1950, by adding thereto a new Section, to be designated as R.S. 17:273, to authorize each parish or city school board to establish, as a part of the general curriculum, the teaching of a second language in grades one through twelve; to provide a procedure for petitioning a parish or city school board for the inclusion of the teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education to establish guidelines, regulations, and policies to implement such a program; and otherwise to provide with respect thereto. Be it enacted by the Legislature of Louisiana:

Section 1. Section 273 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

#273. Second languages; teaching in public schools

A. Commencing with the 1976-1977 school year, each parish school board and city school board in the state is hereby authorized to establish as a part of the general curriculum of instruction the teaching of a second language. The second language curriculum shall be so established as to include a program extending upward through all grades, commencing in the first grade and extending upwards to the twelfth grade, in a well articulated, sequential manner so as to afford all school children in the state the opportunity of attaining proficiency in a second language.

B. (1) If a parish or city school board does not establish a second language program by May 30, 1976, such a program shall be required upon presentation of a petition requesting the instruction of a particular second language. The petition shall be addressed and presented to the parish or city school board and shall request the instruction to be in a particular school. It shall contain the signatures of at least twenty-five percent of the heads of households of students attending a particular school within the jurisdiction of the parish or city school board. The superintendent of the parish or city schools shall determine the required number of signatures needed for each school and shall certify whether or not a petition contains the necessary number of signatures. Parents may petition to initiate second language

programs in elementary schools, junior high schools, and senior high schools.

(2) Upon receiving a certified petition, the parish or city school board shall establish the teaching of the designated second language in said school as a part of the general curriculum of instruction. The instruction of the second language shall be developed to include the teaching of the language in each grade of said school in a well articulated and sequential manner so as to afford to the student the opportunity of attaining proficiency in the designated second language. Any student shall be exempted from the second language program upon request of the parent or guardian. The parent shall direct this request to the principal of the school or to the superintendent of the parish or city school system.

(3) Instructors in a second language would be regularly assigned certified teachers at the secondary level or certified second language specialist teachers in the elementary grades one through 8, itinerant in one or more schools, and/or foreign associate teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies. A second language specialist teacher with a full schedule of second classes would not be counted in the pupil-teacher ratio in the school of assignment, but would be counted as an additional teacher.

(4) The cost of implementing a second language program at the secondary level (junior and/or senior high schools) will be borne by the local school system. The cost of implementing second language programs in the elementary grades over and beyond the base salary of regularly assigned teachers will be paid from state funds appropriated as a part of the total education budget of the State Department of Education.

C. The State Board of Elementary and Secondary Education shall establish guidelines, regulations, and policies for the implementation of a comprehensive curriculum in a second language in a well articulated sequential manner in order to carry out the intent of this Section.

Section 2. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of the Act which can be given effect without the invalid provisions, items or applications, and to this end the provision of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor, July 17, 1975.

Published in the Official Journal of the State, August 21, 1975.

A true copy: Wade O. Martin, Jr., Secretary of State.